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ABSTRACT

This document is an evaluation of the social science program in the Des Moines (Iowa) Public Schools. The program is a traditional instructional program that grows conceptually with the student and is designed to meet the needs of students and society. The elementary program meets state guidelines and is the expanding horizon program researched and recommended by the National Council of Social Studies. The program begins with a study of self in kindergarten and progresses to a study of family, neighborhoods, communities, regions, and United States history. The secondary curriculum also meets state and national guidelines. This program includes local, state, and national government, world and United States history, economics, and African American studies. The program provides a balance between American and world studies, history and current issues, and emphasizes a multicultural and nonsexist approach. The program is strenghtened by a variety of interesting and challenging experiential programs. Input evaluation discussed funding and expenditures for teacher training, salaries, and classroom materials. Des Moines social science teachers included 570 elementary school, 40 middle school, and 59 high school teachers. Process evaluation shows that annual goals for the previous year were achieved. Needs identified in the social science area included time allotment at the elementary level, selection of the most effective delivery systems at all grade levels, teacher time and support for continuous effective inservice and staff development, equipment and training for use of advanced technology, and teaching strategies. (DK)

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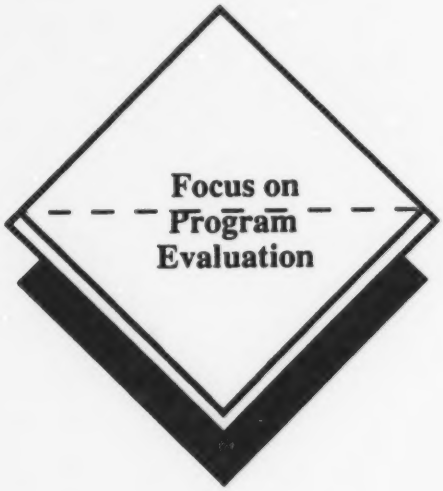
# PROGRAM EVALUATION

# K-12 SOCIAL SCIENCE

**SEPTEMBER, 1993**

**Carol S. Brown**
**Social Science Supervisor**




**Des Moines Independent Community School District**
**Division of Teaching and Learning**
**1800 Grand Avenue**
**Des Moines, Iowa 50309**



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## K-12 SOCIAL SCIENCE EVALUATION ABSTRACT

Context Evaluation

The Social Science program in the Des Moines Public Schools is a traditional instructional program that grows conceptually with the student and is designed to meet the needs of students and society.

The Macmillan elementary program meets state guidelines and is the expanding horizon program researched and recommended by the National Council of Social Studies and used by most school districts across the country. This program begins with a study of self in kindergarten and progresses to a study of family, neighborhoods, communities, regions and United States history. This sequence extends into middle school through grades six and seven with World Geography. The Des Moines unit is taught in grade 3, Iowa Geography grade 4 and Iowa History grade 5.

The secondary curriculum also meets state and national guidelines and teaches what has been accepted and recognized as appropriate social studies for middle and senior high school. This program includes local, state and national government, World and American History, Economics and a variety of electives including African American Studies.

The program provides a balance between American and world studies, history and current issues, emphasizes a multicultural and non-sexist approach, and includes the knowledge, skills, and attitudes necessary to survive in a rapidly changing and diverse society. A real strength of the program is a variety of interesting and challenging experiential programs which compliment and broaden the curriculum. A strong elective program provides increased academic opportunities at the high school level.

Input Evaluation

The social science instructional program, materials, and staff are funded through the appropriate District budget account. Some grant money has been obtained for teacher training. A wide variety of community resources are utilized to carry out and enhance the program.

Expenditures for social science salaries and benefits include textbook adoptions, supplemental material purchases and the purchase of maps and globes. Expenditures for 1992/93 were approximately $8,493,785.20. The Social Science department does not have a specific budget, expenditures are line items under other accounts such as salaries, textbooks and staff development.

There are 570 elementary teachers who teach social science, 40 middle school and 59 high school. The total expenditures for human resources is $5,433,199. The cost of in-service and/or staff development comes from other accounts.

The department is fortunate to have the cooperation of professional, educational, governmental and business organizations and agencies in the Des Moines community. Resources within the community include guest speakers, Youth in Government Day, tours or visits to other educational or historic facilities. Frequently instructional materials such as maps and video tapes have been given to the schools.

Process Evaluation

Annual goals for the department for the previous year were achieved. The responsibility statement of the supervisor reflects identified needs. The supervisor and department chairpersons at the building level meet and communicate on a regular basis through meetings and written communication regarding the needs, concerns and opportunities that exist within the department.

Curriculum committees are formed to revise curriculum, select new instructional materials, develop objective-based test items, review, develop and recommend programs to enhance teaching and learning in social science.

Staff development and in-service includes the district's Phase III Effective Teaching courses, Workshops provided by the Law Related Education Program at Drake University, the Iowa Geographic Alliance and Heartland Area Education Agency. One outstanding staff development opportunity was the district's participation in the Close Up U.S. Japan Teacher Exchange Program which provided for a one week in-depth study of American Government in Washington, DC and two weeks of intensive study in Japan for nine Des Moines teachers. Staff Development provided by the supervisor includes authors of current textbook adoptions and in-service which promotes the program at all grade levels.

Product Evaluation

The department supports and carries out the district's mission by continually working to provide a quality Social Science educational program and does expect all students to learn. Curriculum development, teaching strategies and techniques, selection of instructional materials are all designed to address these issues. Continual evaluation of the program and student achievement are used to determine necessary revisions and improvements.

The social science supervisor is also responsible for 2.1 district goal -- Plan for implementation beginning in the fall of 1991, a Conflict Management Program for K-12 students. To date, 33 elementary schools, 10 middle schools and 4 high schools have implemented Conflict Management programs. On-going training and evaluation are important components of this program.

Summary of Needs

Needs identified in the social science area include time allotment at the elementary level; selection of the most effective delivery systems at all grade levels; teacher-time and support for continuous effective in-service and staff development to address specific concerns identified in this report; equipment and training for use of advanced technology; teaching strategies and techniques to improve student progress and achievement.

Future Plans

1. To improve student achievement by working with staff to analyze test results, determine the problem and design and dissiminate the necessary reteaching strategies and materials and to develop alternative assessment procedures.
2. To energize and vitalize the social science curriculum through the implementation of teaching strategies designed to challenge different learning styles.
3. To seek, develop and provide effective and challenging staff development and in-service opportunities designed to meet the needs of staff as they evaluate their own performance relative to the progress and achievements of Des Moines students.
4. To encourage and assist the development of interdisciplinary units and increased integration of the curriculum whenever appropriate particularly in Early Childhood and Middle School.
5. To encourage the acquisition of equipment and provide training for the use of technology for students and staff.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7839. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

# SOCIAL SCIENCE

## K-12

Dr. Raymond Armstrong, Associate Superintendent
Teaching and Learning Division

Carol S. Brown
Social Science Supervisor

Des Moines Independent Community School District
Des Moines, Iowa 50309-3399

SEPTEMBER, 1993

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# MISSION

## District Mission Statement

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

## Social Science Philosophy

The Social Science Department is committed to providing a climate for learning that enhances student awareness of self-worth and an appreciation for the dignity and humaness of others.

The Social Science Curriculum provides learning experiences through which students can acquire the basic knowledge and skills to think rationally, solve problems creatively, function constructively in social, economic and political situations, and participate responsibly in the democratic process.

Students are encouraged to develop an appreciation for the past, an understanding of the present and prepare to meet the challenges of a rapidly changing local, national and global society.

# CONTEXT EVALUATION

## Historical Background

Since the last Social Science Evaluation Report in May, 1990, new instructional materials have been selected and implemented for all elementary grade levels and all high school required courses; which include World History, American History, Government and Economics.

Three courses have been added to the Social Science elective program. African American Studies is now offered in all comprehensive high schools and *Theory of Knowledge*, a component of the International Baccalaureate program and Advanced Placement Psychology are offered at Roosevelt.

### Elementary

The newly adopted elementary series by Macmillan/McGraw Hill entitled The World Around Us follows the expanding horizon approach described in the May, 1990 Social Science report. However, this program provides a broader scope and sequence at K-2 to accommodate early childhood learners and incorporate early childhood philosophy. The series also includes an anthology which enhances the social studies program through the use of literature. It emphasizes skill development in the areas of higher order thinking, citizenship, geography and study and research skills. The Des Moines unit (grade 3), Iowa Geography (grade 4) and Iowa History (grade 5) units continue to be integral parts of this curriculum.

### Middle School

The curriculum for Grades 6-8 is currently under revision and new instructional materials are under consideration for implementation in the fall of 1994.

### High School

The revised World History curriculum focuses on World History rather than Western Civilization. The course is designed to give students an understanding and appreciation for major events, contributions, religions, significant leaders and customs and problems of all the world's people. Every effort is made to compare what was happening in different cultures of the world during the same time period.

The revised instructional objectives for American History were developed both thematically and chronologically. The Government objectives emphasize citizen participation and responsibility and the Economics objectives were adapted from the Joint Council on Economic Education.

### Experiential Programs

*Elementary*

The loss of elementary field trips has negatively impacted the experiential learning opportunities for elementary students. The Des Moines Tour, Living History Farms and the Iowa Capitol and Historical Building were integral components of the elementary curriculum which allowed students to experience the city in which they live, life as it was in Iowa 50 to 100 years ago and the capitol building of the state in which they live. The Des Moines/Kofu student exchange program described in the previous report continues to provide an international living experience.

*Middle and High School*

The Close Up trip to Washington, DC, the United Nations trip, student workshops sponsored by the Law Related Education program at Drake University, Mock Trial, Governor's Days, Model U.N. and Polk County Peer Review Court all provide excellent "hands on" learning experiences in the area of social studies.

An additional program, The Global Youth Institute, was implemented in collaboration with the Des Moines Friendship Force in the summer of 1991. This program brings together Des Moines students and students from Friendship Force clubs around the world for three weeks during the summer to form an international community of learners committed to investigating and seeking solutions to problems of global consequence.

Special Academic Programs/Competitions

Students in Des Moines are encouraged to participate in several academic competitions and/or programs related to the social science area.

1. United States Constitution Exam sponsored by the Young Lawyers Association which provides scholarships for the Close Up program in Washington, DC for both the student and the teacher. (Grade 12)

2. National Geography Bee sponsored by National Geographic. (Grades 6 and 7)

3. Citizen Bee sponsored by Close Up for high school students. (Grades 10-12)

4. History Day sponsored by the National Council of Social Studies. (Grades 6-12)

5. Mock Trial Competition - Although frequently an activity of the debate program, social science students who participate experience our legal system and understand both the prosecution and the defense of persons accused of a crime. (Grades 10-12)

6. Model U.N. -- Sponsored by the United Nations Association of Iowa. (Grades 10-12)

7. City-County Day -- Sponsored by City and County officials and the Boy Scouts of America. (Grades 8 and 12)

8. Close Up, Washington, DC sponsored by the United States Congress. (Grades 10-12)

9. Conflict Management -- A program which teaches those socialization skills and behaviors which enable students to function effectively in today's society. The ability to resolve and manage conflicts is an essential component in the socialization process. Conflict resolution programs provide the necessary learning and practice for students to resolve or manage conflict in a positive way. (Grades K-12)

## Standards

The National Council of Social Studies (NCSS) is currently developing a set of national standards for the social sciences which will be introduced at the National Council of Social Studies annual meeting in Nashville in November, 1993. NCSS is working with the other disciplines such as National Council Teachers of English (NCTE), National Council Teachers of Math (NCTM) to coordinate format and organizational structure.

The National Council for Geographic Education has proposed 18 standards which are accompanied by a variety of student performance standards for grades four, eight and twelve (Appendix A).

State standards by grade level, Multicultural Non-Sexist and Global Education are contained in the 1990 Social Science report (pages 6-7). These standards need to be constantly reviewed and incorporated into the curriculum and teaching practices to a much greater degree in the department district wide.

District policies relative to Social Science include the Teaching of Controversial Issues (Series 600 Code: 617); Responsible Citizenship (Series: 600 Code: 601); Religion in the Curriculum (Series 600 Code 612). These are listed in the previous evaluation report on pages 8-12 and in the current Board Policy Manual. An additional Administrative Procedures Series 600 Code 662 Guidelines for Campus Speakers (Appendix B) is also pertinent. Controversial issues are not avoided and every attempt is made by staff to maintain an open and questioning atmosphere.

## Social Science Sequence of Courses

(Materials for these courses may be reviewed by contacting the Social Science Supervisor)

Elementary

*The Macmillan/McGraw Hill Social Studies Program;* --
*The World Around Us*

| Grade | |
|---|---|
| K - | All Around Me |
| 1 - | People and Neighborhoods |
| 2 - | Neighborhoods and Communities |
| 3 - | Communities Near and Far - Includes the Des Moines Unit |
| 4 - | Regions Near and Far - United States Regional Geography with an emphasis on Iowa Geography |
| 5 - | United States and Its Neighbors - United States History with a focus on Iowa History |

Middle School

*Required Courses*

| Grade | |
|---|---|
| 6 - | *World Geography Western Hemisphere* - physical geography |
| 7 - | *World Geography Eastern Hemisphere* - cultural geography |
| 8 - | *American Civics* - Foundation of Government, State and Local Government, and Consumer Economics (9 weeks) |

High School

*Courses Required for Graduation (three units of credit)*

Grade

9/10 - *World History* - including a unit on the Holocaust

10/11 - *American History* - including a unit on Labor History

12 - *United States Government* (one semester)

*Economics* (one semester)

Note: *Applied Economics* also fulfills the Economics requirement and is taught in the Business Department.

*Elective Courses*

Grade

9 - *World Studies* (combined *World History/World Literature*) - Roosevelt, Hoover, Lincoln (satisfies world history requirement)

11 - *American Studies* (combined *American History/American Literature*) - Roosevelt (satisfies American history requirement)

9-10 - *Humanities* - two-year sequence *World History* including *Advanced Placement European History* second year - Central Academy

11 - *Advanced Placement American History* - Central Campus, Hoover

12 - *Advanced Placement Comparative Government* (one semester) Central Campus

12 - *Advanced Placement Macro-Economics* (one semester) - Central Campus, Roosevelt

10-12 - *Soviet Union* (one semester) - Roosevelt

10-12 - *Law and Issues* (one semester ) - East

10-12 - *Current Issues* (one semester) - East, Hoover, Lincoln, North, Roosevelt

9-10 - *Street Law* - Hoover, North, East

11-12 - *International Relations* - Lincoln

10-12 - *Psychology* - All high schools (one semester) - Lincoln - two semesters

11-12 - *Advanced Placement Psychology* - Roosevelt

10-12 - *Sociology* - All high schools (one semester )
Lincoln - two semesters

10-12 - *Anthropology* (one semester) - Roosevelt and East

10-12 - *African American Studies* - All high schools (one semester)

12 - *Theory of Knowledge* - one year, Roosevelt

Note: Instructional objectives and/or course outlines for each of these courses are available from the Social Science Supervisor.

## Instructional Methods

Social science teaching strategies, techniques and methods range from the more traditional lecture/question/answer format to newer techniques such as simulations, cooperative learning, academic controversy, new-American lecture and the use of technology. As more teachers are exposed and trained in these methods and strategies through staff development and in-service, more use of these strategies is observed in the classroom. Reduced funding for Phase III programs may eventually limit these training opportunities. Designing and delivering instruction to match and challenge different learning styles is a focus of the district. Social Science teachers have been encouraged to become trained in this delivery system.

Through the support of building principals, new technology is being purchased for use in social studies classrooms, particularly in the areas of current events and social issues. Social Science teachers are being trained to use this technology. The Social Science supplemental materials budget that was created as a result of needs expressed in the previous Social Science Evaluation Report has provided and will continue to provide useful and challenging software and instructional material. More information is provided in the Input section of this report.

A notable example of use of technology is the ICONS program which is a major component of the International Relations Course at Lincoln. The ICONS program gives students the opportunity to solve simulated international problems with teams of students in other high schools via the computer. Kids Network is an elementary Geography program in which students communicate via the computer with students in other states. Kids Network has a strong geography emphasis. The district has been recognized for offering this program.

CNN Newsroom is used in conjunction with the high school Current Issues elective. It provides immediate information on the "fast breaking" story and then valuable background information on all current news items.

## Needs

Elementary

As reported in the previous Social Science report, the greatest need at the elementary level is lack of sufficient time to teach a comprehensive program. The time allotment has not been increased which dictates a limited social studies curriculum.

Middle and High School

The previous report listed supplemental material as the #1 need at all grade levels. This need was met through an allocation from the instructional levy. Although the original dollar allocation has been reduced due to budget considerations, it has been possible to update and expand the Social Science collection. Teachers continue to cite this as the #1 need because of our rapidly changing society, the pace at which national and international events take place and the need to provide a wide spectrum of opinions and viewpoints.

This allocation has allowed the department to:

1. Purchase laser discs to accompany the new government curriculum
2. Purchase current instructional materials relative to African American Studies (existing materials carried 1974 copyrights)
3. World Bank publication which update data on all countries under study in World Geography and World History
4. Economic Indicators, a monthly US Government publication for Economics teachers to cite only a view.

High School

The previous report cited coverage and varied delivery systems as the two most important decisions to be made at the high school level. Revised curriculum in World History, American History, Government and Economics addressed the issue of coverage. In each instance, an effort was made to reduce and streamline the objectives for each course without sacrificing the integrity of that course.

# INPUT EVALUATION

## Budget and Sources of Revenue

Social science teacher salaries, textbooks, staff development, curriculum revision and development, including evaluation, are all paid for through appropriate Des Moines Public Schools budget accounts. There is no separate social science budget. Funds are allocated to the department as line items from other budget accounts such as the Instructional Support Programs budget or textbook budget. Major expenditures of this department include teacher salaries and instructional materials purchase. These are shown on pages 9 and 12.

The most significant change since the previous report is the input from a $120,000 supplemental materials budget which has enabled the department to update and support the curriculum through the purchase and use of quality, timely, challenging teacher and student supplemental material.

The department has applied for and received grants from the Des Moines Public Schools Fund for Excellence and the Close Up Foundation, Washington, DC to support and implement the Close Up U.S. Japan Teacher Exchange Program and the Global Youth Institute.

## Time Allotment

The student time allotment for social science in elementary school is listed on the chart on page 12.

Social science time in middle school is one class period per day. The length of the class period at this level varies from 42 minutes to 55 minutes depending upon the individual building schedule, approximately 210 to 275 minutes per week.

High school students attend social science courses one period per day. The length of the class period varies from 50 to 55 minutes per day or 250 to 275 minutes per week. The one exception is the Theory of Knowledge course at Roosevelt which meets three periods per week.

## Equipment

Maps and globes are necessary equipment in social science classrooms. These materials are updated each time a new textbook adoption occurs and are purchased from centralized funds. Each textbook adoption committee evaluates all available material and develops an approved list from which buildings may select.

Individual buildings, primarily high schools, are beginning to purchase the necessary equipment for using advanced technology and training social science teachers to use it. This process has just begun but includes computers, printers, CD players, laser disk players, LCD viewers, interactive television, power banks, scanners and electronic mail. However, there are social science departments that still do not have sufficient VCR players and television monitors. This is particularly true at the middle and elementary school level. Funds for the acquisition of this equipment have come from centralized funds allocated to technology and from individual building funds often obtained through fund raisers.

## Community Resources

The laboratory for teaching social science is the community. Social science teachers at all grade levels utilize a wide variety of community resources which directly relate to the curriculum. Examples include guest speakers on appropriate curriculum-related topics, visitations to historic places, and special events which occur in the community such as Des Moines' Sesquicentennial.

Community educational, business and professional organizations contribute a variety of learning experiences, such as Junior Achievement provides Business Basics, Project Business, and Applied Economics; Drake Law School provides senior law school students for nine-week periods in middle and high school; the city and county governments provide Youth in Government Day; and the Law-related Education Center at Drake provides valuable teacher in-service. Various professional, educational and community groups also frequently supply or give instructional materials to the schools such as a video tape per building on Des Moines' history from the Sesquicentennial Commission, student copies of special editions from The Communicator, "Citizen's Guide to the Iowa Courts" from the Iowa Supreme Court and individual copies of the U.S. Constitution from the Boy Scouts.

**Social Science Staff Expenditures**

| Grade Level | Number Classroom Teachers/Homerooms | % of Instructional Time Devoted to Social Science | Cost/ Teacher- (based on avg.salary) | Total Cost |
|---|---|---|---|---|
| Elementary | | | | |
| K | 69 | 4.7 | $2,020 | $139,380 |
| 1 | 110 | 4.0 | 1,719 | 189,090 |
| 2 | 111 | 3.7 | 1,590 | 176,490 |
| 3 | 97 | 5.1 | 2,192 | 212,624 |
| 4 | 93 | 5.1 | 2,192 | 203,856 |
| 5 | 90 | 5.1 | 2,192 | 197,280 |
| TOTAL | 570 | | | $1,118,720 |
| Middle School | | | | |
| 6-8 | 40 | | $42,985 | $1,719,400 |
| High School | | | | |
| 9-12 | 59 | | $42,985 | $2,536,115 |
| TOTAL | | | | $4,255,515 |
| Social Science Supervisor | | | | |
| Supervisor | | | | $51,294 |
| Secretary (part-time) | | | | 7,670 |
| TOTAL | | | | $58,964 |
| GRAND TOTAL | | | | $5,433,199 |

## Social Science
## Textbook Expenditures

| Grade | | Title/ Copyright Date | New Adoption | Cost |
|---|---|---|---|---|
| Elementary | | | | |
| K | | All Around Me, 1991 | 1999 | $29,391.00 |
| 1 | | People and Neighborhoods, 1991 | 1999 | 71,117.34 |
| 2. | | Neighborhoods and Communities, 1991 | 1999 | 73,571.16 |
| 3 | | Communities Near and Far, 1993 | 1999 | 58,821.12 |
| 4 | | Regions Near and Far, 1991 | 1999 | 66,311.16 |
| 5 | | United States and Its Neighbors, 1991 | 1999 | 79,845.48 |
| **TOTAL** | | | | **$379,057.26** |
| Middle School | | | | |
| 6 | | World View, 1985 | 1994 | $55,230.00 |
| 7 | | World Geography, 1987 | 1994 | 45,985.56 |
| 8 | | American Civics, 1987 | 1994 | 45,981.00 |
| **TOTAL** | | | | **$147,196.56** |
| High School | | | | |
| 9/10 | World History | Exploring World History, 1990 | 2000 | $22,913.25 |
| | | History and Life, 1993 | 2000 | 2,126.45 |
| | | Perspectives on Past, 1994 | 2000 | 94,462.50 |
| **TOTAL** | | | | **$119,502.20** |
| 10-11 | American History | Enduring Visions, 1990 | 1998 | $5,544.00 |
| | | Retracing the Past, Vol. 1 & 2, 1989 | 1998 | 1,342.25 |
| | | American Adventures, 1991 | 1998 | 826.00 |
| | | History of United States, (Di Bacco) 1991 | 1998 | 6,044.22 |
| | | Eyewitness, Vol. 1 & 2, 1991 | 1998 | 21,420.00 |
| | | History of the United States, (Boorsten) 1992 | 1998 | 75,150.36 |
| **TOTAL** | | | | **$104,782.83** |

| Grade | | Title/ Copyright Date | New Adoption | Cost |
|---|---|---|---|---|
| High School continued | | | | |
| 12 | Government | Magruder's American Government, 1992 | 1999 | $38,259.75 |
| | | Turner: American Government, 1991 | 1999 | 13,852.14 |
| | | Johnson: American Government, 1990 | 1999 | 10,953.54 |
| **TOTAL** | | | | **$63,065.43** |
| 12 | Economics | Economics: Today and Tomorrow 1991 | 1999 | $25,472.16 |
| | | Economics, 1991 | 1999 | 9,322.00 |
| | | Consumer Economics, 1990 | 1999 | 4,621.50 |
| **TOTAL** | | | | **$39,415.66** |
| 10-12 | Soviet Union | From Russia to USSR, 1985 | 1995 | $454.10 |
| | | Russian Revolution, 1966 | 1995 | 255.00 |
| **TOTAL** | | | | **$709.10** |
| 10-12 | Anthropology | Anthropology, 1985 | 1995 | **$2,635.60** |
| 10-12 | Current Issues | Opposing Viewpoints | 1995 | **$3,502.80** |
| 10-12 | International Relations | International Relations, 1984 | 1995 | **$1,533.00** |
| 10-12 | Psychology | Psychology: Principles and Applications, 1984 | 1995 | $13,047.30 |
| | | Psychology, 1986 | 1995 | 2,683.80 |
| **TOTAL** | | | | **$15,731.10** |
| 10-12 | Sociology | Sociology: Understanding Society, 1989 | 1996 | **$12,403.44** |
| 12 | AP Comparative Government | The Comparative Study of Politics, 1989 | 1996 | $442.00 |
| | | Comparative Politics, 1989 | 1996 | 161.50 |
| **TOTAL** | | | | **$603.50** |
| 12 | AP Economics | Economics, 1988 | 1996 | $1,716.00 |
| | | Macroeconomics, 1988 | 1996 | 517.40 |
| **Total** | | | | **$2,233.40** |

| Grade | | Title/ Copyright Date | New Adoption | Cost |
|---|---|---|---|---|
| High School continued | | | | |
| 10-12 | African American Studies | African American Literature, 1992 | 1998 | $7,385.76 |
| | | African Experience, 1992 | 1998 | 4,428.90 |
| | | African American History, 1990 | 1998 | 3,225.75 |
| **TOTAL** | | | | **$15,040.41** |
| 10 | Law and Issues | Street Law, 1986 | 1995 | $5,393.50 |
| | | World War I, 1985 | 1995 | 1,392.00 |
| | | World War II, 1985 | 1995 | 1,392.00 |
| | | Women Leaders, 1986 | 1995 | 1,525.16 |
| | | Feminism, 1986 | 1995 | 632.45 |
| | | Religion in Human Culture, 1978 | 1995 | 548.10 |
| **TOTAL** | | | | **$10,883.21** |
| **GRAND TOTAL HIGH SCHOOL** | | | | **$392,041.68** |

# PROCESS EVALUATION

Communication Network

In order to accomplish the work of the department, the Social Science Supervisor regularly attends meetings scheduled by other members and officials of the Teaching and Learning Division and other district administrators in order to remain informed of district initiatives, expectations, concerns, and procedures and to communicate how these impact the work of the department.

The Social Science Supervisor also meets on a regular basis with department chairpersons at the middle and high school levels and the Elementary Curriculum Review Committee to discuss problems, concerns, new materials and information, share ideas, and make decisions concerning social science education in Des Moines. Elementary buildings are currently identifying department chairpersons which will strengthen communication with staff. Department meetings are held at the building level to discuss common problems, review objectives, analyze objective-based test scores and make decisions relative to the elective program.

Responsibility Statement - Supervisor

Current goals, objectives, projects and programs of the department are included in the annual Responsibility Statement of the Supervisor. How well these responsibilities were accomplished is reported at the end of each school year.

Responsibility Statements for 1992/93 and 1993/94 are included at the end of the Process Evaluation section of this report. The 1992/93 statement includes the year-end report of tasks or activities completed or accomplishments achieved. Responsibility Statements for previous years can be obtained from the supervisor.

In-service/Staff Development Relative to Social Science

The most recent outstanding staff development provided to high school social studies teachers was a 15-day teacher exchange program with Gifu, Japan under the direction of the Close Up Foundation. Nine Des Moines teachers spent one week in Washington, DC studying American Government; one week in Tokyo studying Japanese Government, and one week in Gifu, Japan studying Japanese schools, culture, traditions and family life.

Des Moines teachers also participated in the Geography Workshop (two weeks) sponsored by the Iowa Geographic Alliance; the Global Studies Workshop sponsored by the University of Iowa (one week); and one-day teacher workshops sponsored by the Law-related Education Department at Drake University. These workshops provide teachers updated background information and new teaching strategies, techniques and lesson plans. Fall Conference and March In-Service provide valuable social science in-service. These have included workshops in geography by the Iowa Geographic Alliance; workshops on specific countries and cultures; and in-services on new text adoptions by the authors who wrote them.

The generic teaching skills and strategies courses offered under Phase III such as HOTS (Higher Order Thinking Skills), GESA, Cooperative Learning, Learning Styles, COPE and CARE all impact the improvement/enhancement of teaching and learning in all disciplines. The single most observed effect of these courses is the wide-spread use of cooperative learning which is extremely appropriate in the social science classroom.

Professional Meetings

The Iowa and National Councils of Social Studies hold state, regional and national annual conferences which provide sessions on all aspects of teaching social science including current trends, new content, new strategies, new instructional materials and programs, and an opportunity to learn from and exchange ideas with social science teachers from Iowa and the United States. Approximately 15 members of the teaching staff regularly attend the Iowa conference; five to seven the regional; and three to five the national conference. Several Des Moines teachers are also members of the Iowa Global Education Association and participate in conferences provided by this organization which are held on non-school time both in Iowa and other parts of the country. Heartland Area Education Agency sponsors a one-day Social Science Conference every May which is attended by a number of Des Moines teachers.

**Title:** Supervisor of Social Science **Year:** 1993-94

**Responsibility Statement:**
The responsibility of the Social Science Supervisor is to:

1) Assist the staff of the Des Moines Public Schools in delivering a quality Social Science education program to all students in kindergarten through Grade 12.

2) Monitor and evaluate the current Social Science programs at all grade levels and assist staff in developing new methods of evaluating student progress.

3) Complete implementation and monitor, maintain and enhance the district's Conflict Resolution programs.

4) Assist staff on request in designing and implementing innovative delivery systems, curriculum and evaluation, K-12.

**Organizational Tasks:**

A. Elementary
   1. Monitor and evaluate the K-5 Social Science curriculum including appropriate staff development and in-service.
   2. Develop and pilot objective-based tests for grades 3-5 and analyze results.
   3. Develop and evaluate programs designed to improve reading in the content area.
   4. Assist development and implementation of Early Childhood integrated curriculum.

B. Middle School
   1. Revise objectives and select new instructional material for Grades 6-8.
   2. Assist staff on request in designing and implementing interdisciplinary teaching and learning units and programs.
   3. Provide appropriate in-service and staff development.

C. High School
   1. Implement and monitor the new World History curriculum at Grades 9-10.
   2. Develop, pilot and analyze objective-based tests for World History, American History and Government.
   3. Provide appropriate in-service and staff development.

**Organizational Relationships:**
The Social Science Supervisor reports to the Associate Superintendent for Teaching and Learning and receives guidance from the Executive Directors of Elementary/Early Childhood Programs and Middle and High School Programs. In addition, the Social Science Supervisor assists and supports the work of principals and curriculum specialists at the building level and the various district committees to which she is assigned.

**Personnel Resources:**

| Category | | Current 1992/93 | Projected 1993/94 |
|---|---|---|---|
| Social Science Supervisor | 1.0 | $49,627 | $51,294 |
| Secretary | .5 | 7,384 | 7,670 |
| Totals: | 1.5 | $57,011 | $58,964 |

**Objectives:**

Weight (%)

40% 1. Assist the staff in delivering a quality Social Science program to all students K-12 including appropriate in-service and staff development including new programs.

20% 2. Monitor and evaluate the current Social Science programs K-12 including the development, piloting and analysis of objective-based tests Grades 3-12.

15% 3. Revise objectives and select new instructional materials for Grades 6-8.

10% 4. Complete implementation and monitor, maintain and enhance the district's Conflict Resolution programs including evaluation.

10% 5. Implement the Global Youth Institute in Des Moines, Summer 1993.

5% 6. Work with various community organizations which enhance the Social Science program and provide learning experiences beyond the classroom.

**Title:** Supervisor of Social Science **Year:** 1992-93

**Responsibility Statement:**
The responsibility of the Social Science Supervisor is to:

1) Assist the staff of the Des Moines Public Schools in delivering a quality Social Science education program to all students in kindergarten through Grade 12.

2) Assist in the expansion and training for implementing and maintaining conflict Resolution programs across the district.

3) Assist a committee formed to review the district's present International Education program make recommendations for maintaining and expanding these programs.

4) Implement in cooperation with Friendship Force an International Summer Institute for high school students from Des Moines and eight foreign countries July 9 to July 30, 1992, in Alzey, Germany.

5) Assist the steering committee for the CloseUp/Japan Teacher Exchange program in orientation and hosting responsibilities and assist teacher participants in developing and implementing appropriate curriculum based upon their experiences.

**Organizational Tasks:**

A. Elementary
1. Implement and monitor the new K-5 Social Science Curriculum including appropriate staff development and in-service during the 1992/93 school year.

2. Assist the Elementary Social Science Curriculum Committee in revising/developing new Objective Based Tests for Grades 3-4-5 to determine if students are mastering the objectives established for the curriculum.

3. Assist staff at Oak Park, Madison, Mitchell, Windsor in improving academic growth on the Iowa Test of Basic Skills.

4. Assist the staff at Wallace in improving academic growth on the Social Science Objective Based tests.

5. Assist the staff at Woodlawn in improving academic growth on the Iowa History portion of the Grade 5 Objective Based Test.

B. Middle School
1. Facilitate the revision, implementation and administration of the Social Science Objective Based Test in Grade 7.

2. Assist the staff at Hoyt Middle School in improving academic growth on the Grade 6-7 Objective Based Tests.

C. High School
1. Assist the Black Studies Curriculum Committee in developing and evaluating a one-semester, elective Black Studies course to be implemented in all high schools in the fall of 1992.

2. Implement and monitor the new Government and Economics Curriculums.

3. Assist the American History, Government and Economics Curriculum Committees in revising/developing new Objective Based Tests to determine if students are mastering the objectives established for these curriculums.

4. Assist the World History Curriculum Committee in revising the present curriculum and the selection of new instructional materials.

5. Assist Hoover Social Science staff in reducing the percent of failures in required Social Science courses.

6. Assist the Social Science Department at Lincoln High School in improving academic growth in critical thinking as measured by selected test items on the Objective Based Tests.

Organizational Relationships:
The Social Science Supervisor reports to the Associate Superintendent for Teaching and Learning and receives guidance from the Executive Directors of Elementary/Early Childhood Programs and Middle and High School Programs. In addition, the Social Science Supervisor assists and supports the work of principals and curriculum specialists at the building level and the various district committees to which she is assigned.

Personnel Resources:

| Category | Current 1991/92 | Projected 1992/93 | |
|---|---|---|---|
| Social Science Supervisor | 1.0 | $47,613 | $49,627 |
| Secretary | .5 | 7,358 | 7,514 |
| Totals: | 1.5 | $54,971 | $57,141 |

Objectives:
Weight (%)

60% 1. Assist the staff of the Des Moines Public Schools in delivering a quality Social Science education program at all grade levels including the implementation and monitoring of the new K-5 Social Science Curriculum; the new Grade 12 Government and Economics Curriculum and the World History Curriculum revision and selection of new instructional materials.

Background & History:
Ongoing responsibility - job description

Activities Conducted/Completed/Accomplished:

A. Social Science In-Services:
   1) African American Studies Workshop - August
   2) August Fall Conference
   3) March In-Service
   4) Early Childhood – Robin Fogerty Integration Models
   5) Cattell/Destination:Discovery – Integration Strategies/Techniques – Social Science Curriculum

B. Evaluated, supervised and coached teachers new to the district, subject-area or grade level and at the request of the building principal.

C. Communicated with Social Science Curriculum Specialists on a regular basis to share information regarding new materials, conferences, and workshops.

D. Supported and assisted with CloseUp, Citizen Bee, History Fair, City/County Day, Des Moines Sesquicentennial, Iowa History Conference.

Accomplishment of Objective:

1) Co-chaired Cattell Curriculum Committee for Destination:Discovery.
2) Assisted in the development of K-2 Early Childhood Thematic Units.
3) Continued African American Studies development.
4) Completed Grade 9 World History revision and text selection.
5) Began Grade 6/7 World Geography revision and text selection.
6) Began Grade 8 Civics revision and text selection.
7) Monitored implementation of the new K-5 Social Science curriculum, The World Around Us.
8) Adapted Joint Council Economic Education Economic Literacy Test for Grade 12 Economics.
9) Assisted in development of Grade 12 Government Objective Based Test items.
10) Assisted in development of American History Objective Based Test.

10% 2. Assist in the expansion and training for implementing Conflict Resolution programs across the district.

Background & History:
Board Goal: 2:1 Plan for implementation beginning in the fall of 1991 a Conflict Management Program for K-12 students.

Activities Conducted:

A. Conflict Resolution Curriculum Training – Mitchell, Granger, Garton, Woodlawn.

B. Orientation Presentations – McKee, Edmunds, Wright.

C. Elementary Network Meetings – November/May.

D. Secondary Network Meetings – November, April (students).

E. High School Conflict Manager Conferences – Mason City/Lincoln High.

F. Trained new high school Conflict Managers – Camp Dodge, November.

G. Surveyed all buildings on program, needs, assessment.

Accomplishment of Objective:

A. Staff trained and program implemented in six additional elementary buildings.

B. Advanced training and network meetings provided to students and staff to maintain and enhance program.

Future Action:

A. Complete training and implementation of Conflict Resolution programs in all buildings.

B. Provide advanced training workshops to maintain and enhance the program for both students and staff.

10% 3. Implement the International Summer Institute in Alzey, Germany.

Background & History:
In the summer of 1991, the Des Moines Public Schools and Friendship Force cooperatively initiated an international summer institute for high school students to create a community of international learners to cooperatively investigate and seek solutions to problems of global consequence. The first Institute was held in Des Moines, the second in Alzey, Germany in the summer of 1992.

Activities Conducted:

A. Institute was planned, organized and promoted. Alzey, Germany was chosen as the site.

B. Participants were selected – 11 students from Des Moines and 17 students from 8 foreign countries plus 2 international teachers.

Accomplishment of Objective:
The Institute was held July 9-30, 1992 in Alzey, Germany. Evaluations indicate it was an extremely successful and meaningful experience for all who participated.

Future Action:
Implement the Global Youth Institute (name change) in Des Moines from July 18-August 6, 1993.

5% 4. Assist staff in improving ITBS test scores.

Background & History:
Increased achievement on the Iowa Test of Basic Skills is a building goal for many buildings. The Social Science section of this test is the Work Study section which deals with maps, globes, charts and graphs.

Activities Conducted:

A. Petitioned Teaching and Learning Cabinet to administer the ITBS tests in February rather than October to allow adequate time for teaching and learning.

B. Developed social science instructional objectives for grades 2 through 5 which correlate with skills tested on ITBS.

C. Provided map and globe workshops for elementary teachers.

Accomplishment of Objective:
ITBS scores did improve in 33 elementary buildings in 1993.

Future Action:
Continue to provide in-service and support for increased achievement on the Iowa Test of Basic Skills district wide.

5% 5. Assist staff in improving Social Science Objective Based Test scores.

Background & History:
Des Moines students are expected to achieve at the 70% level on district objective based tests. Social Science staff feel present objective based tests do not reflect what is taught.

Activities Conducted:

A. Selection of reasonable, appropriate test items for Grade 12 Government, Grade 11 American History, selection of Economic Literacy Test for Grade 12 Economics.

B. World History Committee selected reasonable, appropriate instructional objectives which students can master.

C. Encouraged staff to teach instructional objectives selected for each required course.

Accomplishment of Objective:

A. Tests developed for Government, Economics and American History.

B. Staff encouraged to teach objectives.



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Future Action:

A. Administer tests.

B. Analyze results.

C. Develop program for improvement.

7% 6. Facilitate the implementation of revised Social Science Objective Based Tests at Grades 3, 4, 5, and 7.

Background & History:
New tests are developed each time course objectives are revised and new texts are adopted.

Activities Conducted:
None. These tests were not developed.

Accomplishment of Objective:
This objective was not achieved because teachers in grades 3, 4, 5 requested time to work with the new objectives and instructional materials before developing a test.

The Grade 7 World Geography test was not revised because the curriculum committee is currently meeting to revise objectives and select a new text.

Future Action:
Develop and pilot Grade 3, 4, 5 objective based tests. Grade 7 will be developed in the spring of 1995.

3% 7. Assist staff in reducing the percent of failures in Social Science courses.

Background & History:
The district is concerned over the student dropout rate at Grade 9, partially due to low and failing test scores in World History.

Activities Conducted:

A. Selection of new World History objectives which are reasonable, relevant and teachable and understandable.

B. Selection of new World History text which students found appealing and challenging.

C. Development of necessary skill list for Grades 6, 7, 8. Staff feels lack of skills is the major cause of low and failing grades.

Accomplishment of Objective:
This will be determined by the number of World History failures in the 1993/94 school year.

Future Action:
Monitor the World History program and analyze test results and failure lists to determine if the program is meeting the needs of students.

# PRODUCT EVALUATION

The Social Science Department is committed to providing a quality social science program which meets the needs of students and society and encourages students to develop to their greatest potential. The process of continuous evaluation, responsible revision of the curriculum, the selection of new instructional materials and quality supplemental materials, the addition of challenging elective courses and programs and continuous staff development and in-service opportunities all collaborate to ensure a quality social science program in Des Moines.

The department's greatest strengths lie in the knowledge and experience level, creativity and expertise of the staff. These strengths are utilized through asking staff to revise curriculum, develop new curriculum, select new materials, develop objective-based tests, and provide staff development and in-service opportunities for their colleagues. Frequent collaboration and cooperation with agencies and organizations within the Des Moines community are also strengths.

Test Results

How well students are learning to think is measured primarily by the ITED. Student achievement in the basic skills of social science, particularly map globe chart and graph skills is measured by the ITBS. Mastery of the established curriculum is measured by the district's objective-based tests which also measure higher order thinking and social science skills.

*ITBS/ITED*

Social Science skills are tested on the Work-Study section of the ITBS test. Skills tested include map, globe, chart, graph table and library skills which are also taught in language arts.

Chart 1 on page 23 indicates excellent growth between Grades 2 and 4 on the ITBS. This was also true at the time of the 1990 report. The drop between grades 4 and 6 which may be partially due to the adjustment between elementary and middle school was also true in 1990. Although there is an overall gain between grades 2 and 7, there is concern over the slight drop between grades 6 and 7. The department will analyze these test results and determine the cause and the remedy. Data needs to be collected over several years to determine overall growth rates and problem areas.

Chart 2 on page 24 indicates the results of the Social Science section of the ITED. Although this chart does not trace the same students, it does indicate that students have remained fairly constant in their educational development as they move through the Des Moines Public Schools. The ITED primarily measures reasoning and interpretation of printed material. The department continues to work on development of reasoning skills, the ability to draw inferences and the improvement of reading skills relative to social science content.

CHART 1

ITBS

## "GROUP" TRENDS ON STANDARDIZED TESTS

**Class Entering Grade 4 in 1992**

| SUBTEST | G 2 - 1990 | G 3 - 1991 | G 4 - 1992 | Net Change |
|---|---|---|---|---|
| Vocabulary | 33 | 49 | 52 | +19 |
| Reading | 33 | 48 | 58 | +25 |
| Language | 66 | 63 | 72 | +9 |
| Work-Study | 56 | 57 | 67 | +11 |
| Mathematics | 56 | 56 | 76 | +20 |
| Composite | 47 | 55 | 66 | +19 |

**Class Entering Grade 6 in 1992**

| SUBTEST | G 2 - 1988 | G 4 - 1990 | G 6 - 1992 | Net Change |
|---|---|---|---|---|
| Vocabulary | 44 | 59 | 53 | +9 |
| Reading | 44 | 57 | 56 | +12 |
| Language | 58 | 70 | 55 | -3 |
| Work-Study | 53 | 66 | 60 | +7 |
| Mathematics | 56 | 71 | 74 | +18 |
| Composite | 53 | 66 | 60 | +7 |

**Class Entering Grade 7 in 1992**

| SUBTEST | G 2 - 1987 | G 4 - 1989 | G 6 - 1991 | G 7 - 1992 | Net Change |
|---|---|---|---|---|---|
| Vocabulary | 54 | 61 | 65 | 53 | -1 |
| Reading | 53 | 67 | 56 | 58 | +5 |
| Language | 65 | 81 | 65 | 67 | +2 |
| Work-Study | 62 | 75 | 67 | 65 | +3 |
| Mathematics | 56 | 79 | 73 | 70 | +14 |
| Composite | 62 | 75 | 65 | 63 | +1 |

Note: Number scores represent percentage of answers correct.

# ITED 1986-92
# RESULTS COMPARISON
# GRADE 10

| SUBTEST | 1986 | 1987 | 1988 | 1989 | 1990 | 1991* | 1992** |
|---|---|---|---|---|---|---|---|
| Correctness of Expression | 60 | 62 | 62 | 76 | 74 | 70 | 51 |
| Quantitative Thinking | 58 | 56 | 62 | 71 | 71 | 91 | 92 |
| Social Studies | 64 | 60 | 64 | 60 | 59 | 62 | 62 +2 |
| Natural Sciences | 53 | 58 | 54 | 66 | 66 | 52 | 40 |
| Literary Materials | 62 | 66 | 67 | 67 | 67 | 61 | 41 |
| General Vocabulary | 58 | 60 | 57 | 66 | 59 | 75 | 45 |
| Sources of Information | 76 | 70 | 74 | 76 | 73 | 82 | 83 |
| Composite | 64 | 66 | 67 | 65 | 63 | 69 | 60 |
| Reading Total | 58 | 52 | 56 | 59 | 62 | NA | 58 |

*The 1991 ITED assessment was administered on a matrix sampling basis. Each student enrolled took only one subtest. Subtest scores from each sample were combined to determine a district "composite" score. Because the Reading Total score is comprised of items from three different subtests, a Reading Total score is not available.

**The 1992-1993 ITED matrix sample was administered at Midyear. Tests were processed in-house, allowing the computation of a Reading Total score.

*Objective-Based Tests*

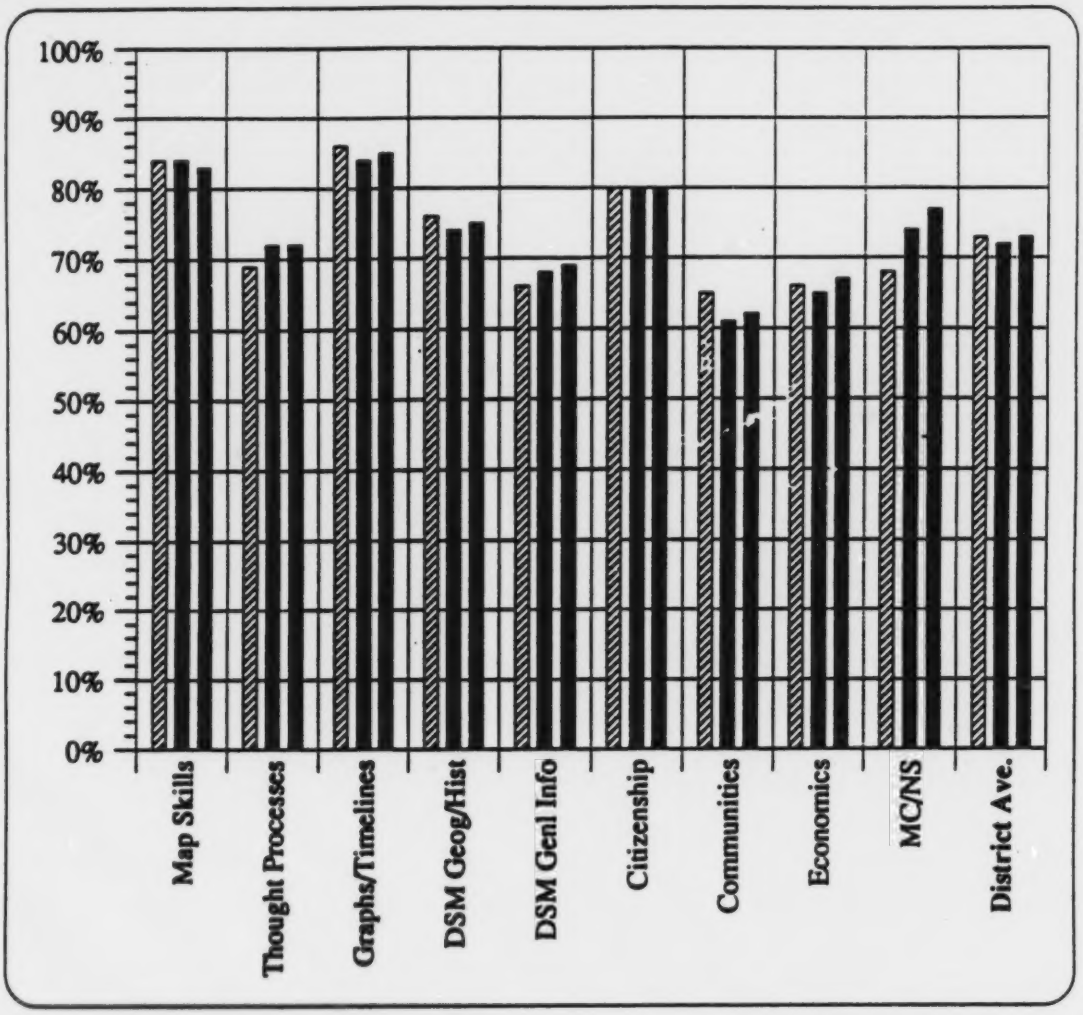
*Elementary*

Scores on the Grade 3, 4 and 5 Social Science objective-based tests have remained fairly constant between 1989 which was reported in the 1990 social science report and 1992 the last time these elementary tests were given. Grade 3 remained exactly the same. Students achieved at the 73% level in both 1989 and 1992. In grade 4 there was a one percentage point difference and in grade 5 the scores were again exactly the same. The drop in scores from grade 4 to 5 is probably due to the scope and degree of difficulty of the Grade 5 curriculum. The last time these tests were given was in 1992 due to the new adoption. New tests will be piloted in the spring of 1994 and the department will begin building a database for tracking the progress of groups of students and evaluating what and how we teach the curriculum. Special attention will be given to the degree of progress between grades 4 and 5.

Of special note are the objective-based test results for Des Moines Plan students in 13 buildings where Grade 5 Social Science served as the base for learning the required Des Moines Plan skills. The social science curriculum was analyzed to determine the most essential, student friendly content and skills and a modified curriculum was developed. Des Moines Plan students scored higher on the modified objective-based test used to measure progress in what was taught in the Des Moines Plan program (Chart 6) than their counterparts did on the established objective-based test. Information learned from this experience will be used to assist students in the regular classroom in improving achievement levels on objective-based tests.

DES MOINES PUBLIC SCHOOLS OBJECTIVE-BASED TEST

## GRADE 3 SOCIAL STUDIES - 1992

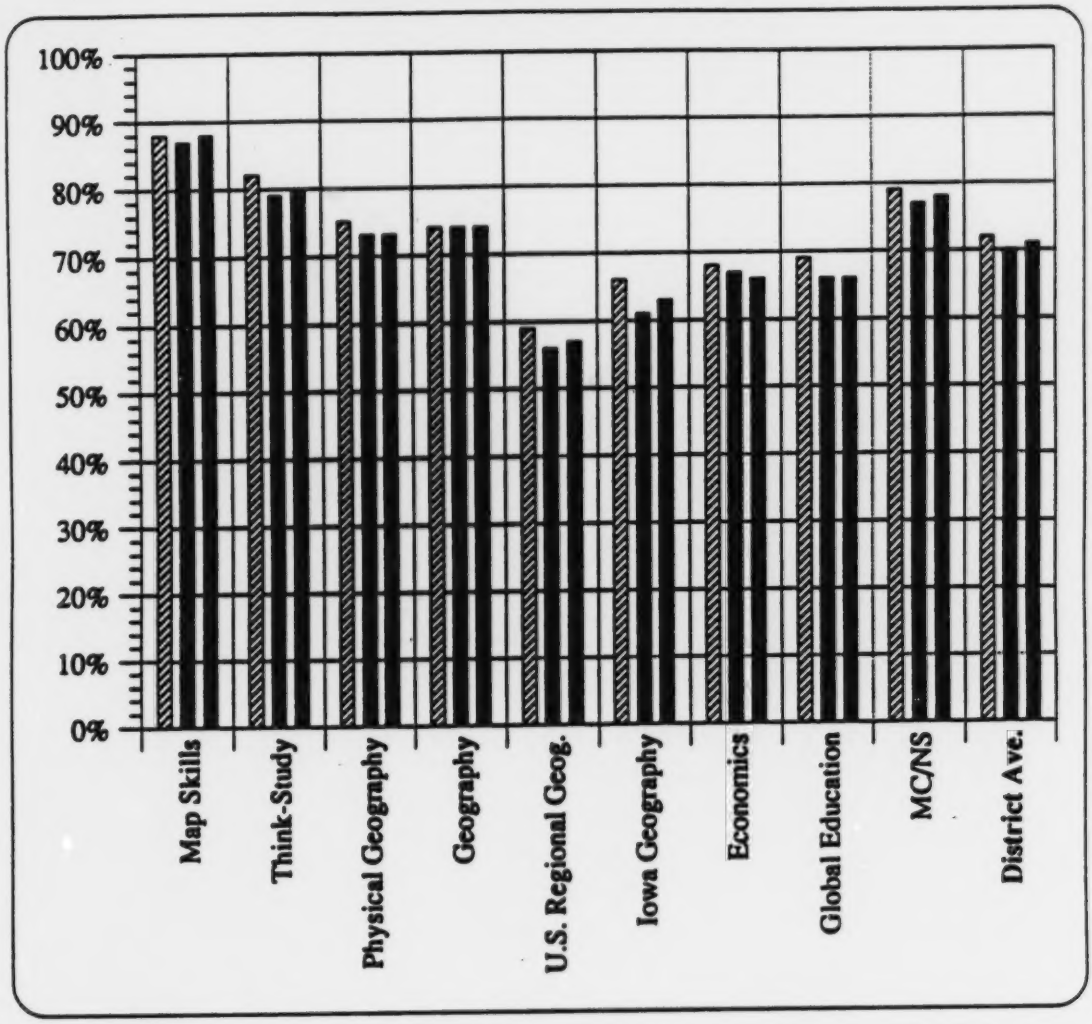



| Strand | Jan-91 | May-91 | May-92 (Matrix) |
|---|---|---|---|
| Map Skills | 84 | 84 | 83 |
| Thought Processes | 69 | 72 | 72 |
| Graphs/Timelines | 86 | 84 | 85 |
| DSM Geog/Hist | 76 | 74 | 75 |
| DSM Genl Info | 66 | 68 | 69 |
| Citizenship | 80 | 80 | 80 |
| Communities | 65 | 61 | 62 |
| Economics | 66 | 65 | 67 |
| MC/NS | 68 | 74 | 77 |
| District Ave. | 73 | 72 | 73 |

CHART 4

DES MOINES PUBLIC SCHOOLS OBJECTIVE-BASED TEST

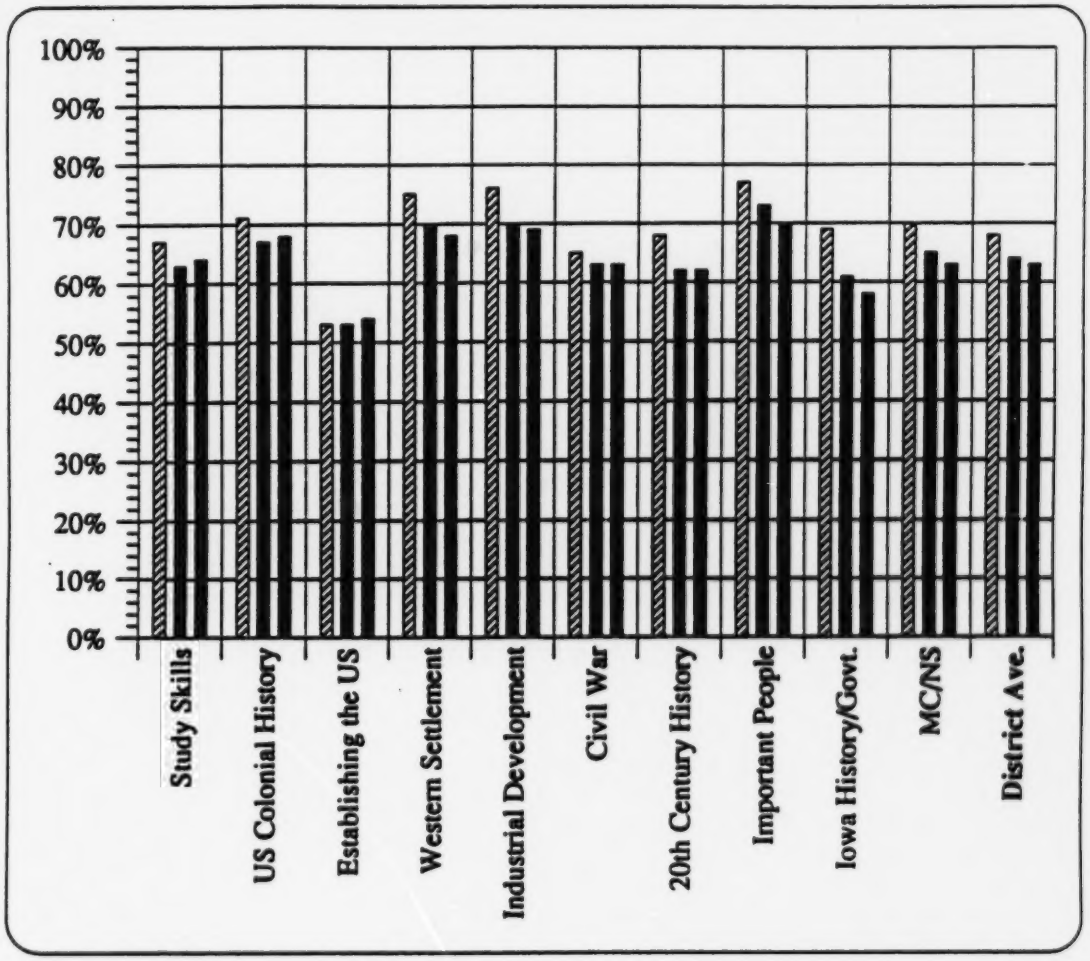
## GRADE 4 SOCIAL STUDIES - 1992




| Strand | Jan-91 | May-91 | May-92 (Matrix) |
|---|---|---|---|
| Map Skills | 88 | 87 | 88 |
| Think-Study | 82 | 79 | 80 |
| Physical Geography | 75 | 73 | 73 |
| Geography | 74 | 74 | 74 |
| U.S. Regional Geog. | 59 | 56 | 57 |
| Iowa Geography | 66 | 61 | 63 |
| Economics | 68 | 67 | 66 |
| Global Education | 69 | 66 | 66 |
| MC/NS | 79 | 77 | 78 |
| District Ave. | 72 | 70 | 71 |

DES MOINES PUBLIC SCHOOLS OBJECTIVE-BASED TEST

## GRADE 5 SOCIAL STUDIES - 1992




| Strand | Jan-91 | May-91 | May-92 (Matrix) |
|---|---|---|---|
| Study Skills | 67 | 63 | 64 |
| US Colonial History | 71 | 67 | 68 |
| Establishing the US | 53 | 53 | 54 |
| Western Settlement | 75 | 70 | 68 |
| Industrial Development | 76 | 70 | 69 |
| Civil War | 65 | 63 | 63 |
| 20th Century History | 68 | 62 | 62 |
| Important People | 77 | 73 | 70 |
| Iowa History/Govt. | 69 | 61 | 58 |
| MC/NS | 70 | 65 | 63 |
| District Ave. | 68 | 64 | 63 |

CHART 6

## Modified Social Studies OBT Results
## Spring 1992

This modified version of the 5th grade social studies objectives-based test consists of 20 items from the full test administered to 5th grade Des Moines Plan students in 13 buildings that provide reading in the content area instruction.

| School | N | Average Raw Score/20 possible | Average Percent Correct |
|---|---|---|---|
| Cattell | 3 | 13.0 | 65.0 |
| Hillis | 7 | 14.6 | 73.0 |
| Howe | 10 | 11.8 | 59.0 |
| Longfellow | 6 | 10.3 | 51.5 |
| McKee | 9 | 12.4 | 62.0 |
| Mitchell | 6 | 14.7 | 73.5 |
| Oak Park | 5 | 15.6 | 78.0 |
| Park Avenue | 6 | 12.5 | 62.5 |
| Pleasant Hill | 6 | 17.5 | 87.5 |
| Stowe | 3 | 15.3 | 76.5 |
| Studebaker | 2 | 16.5 | 82.5 |
| Woodlawn | 6 | 11.2 | 56.0 |
| All Schools | 69 | 13.4 | 67.0 |
| Dist. Avg: | 1206 | 32.8/52 | 63.1 |

NOTE: The average percent correct for DM Plan students on this test in the Spring of 1991 was 64.5.

*Middle School*

Grade 6 World Geography and Grade 8 Civics are the middle school courses for which there is consistent data. The Grade 7 test was discarded four years ago as being no longer appropriate. The decision was made not to develop a new test until the curriculum was revised and new instructional material selected for the fall of 1994.

The pattern in test results for middle school is similar to that in elementary. Scores remained fairly constant from 1987 to 1992 with a slight increase in Grade 8. These tests measure the same curriculum and are based on the same instructional material. The fact that scores did not improve and remain below the 70% goal established by the district is of major concern. The curriculum presently under construction is an attempt to address this concern. Future test results will determine what progress has been made and what additional development needs to be done.

The district has adopted a new reporting system (Chart 11) which reports the number of students who have achieved at 70% level; difference in achievement between males and females; minority and non-minority students and students on free and reduced lunch. Although the overall results were discouraging, it was gratifying to note that growth had occurred between 1991/92 and 1992/93. Further analysis in regard to gender and racial differences will be a part of designing the content, delivery and evaluation of these courses.

GRADE 6 - SOCIAL SCIENCE 1993: WORLD GEOGRAPHY WESTERN HEMISPHERE

| Strand | 1991-92 | 1992-93 |
|---|---|---|
| Graphic Skills | 72 | 73 |
| Physical Geography | 57 | 58 |
| Political/Cultural/Regional | 59 | 59 |
| Economic Geography | 58 | 58 |
| Environmental Geography | 66 | 67 |
| **District Total Ave.** | **63** | **64** |

Note: Number scores represent percentage of answers correct.

## GRADE 6 SOCIAL SCIENCE - 1993: World Geography - Western Hemisphere

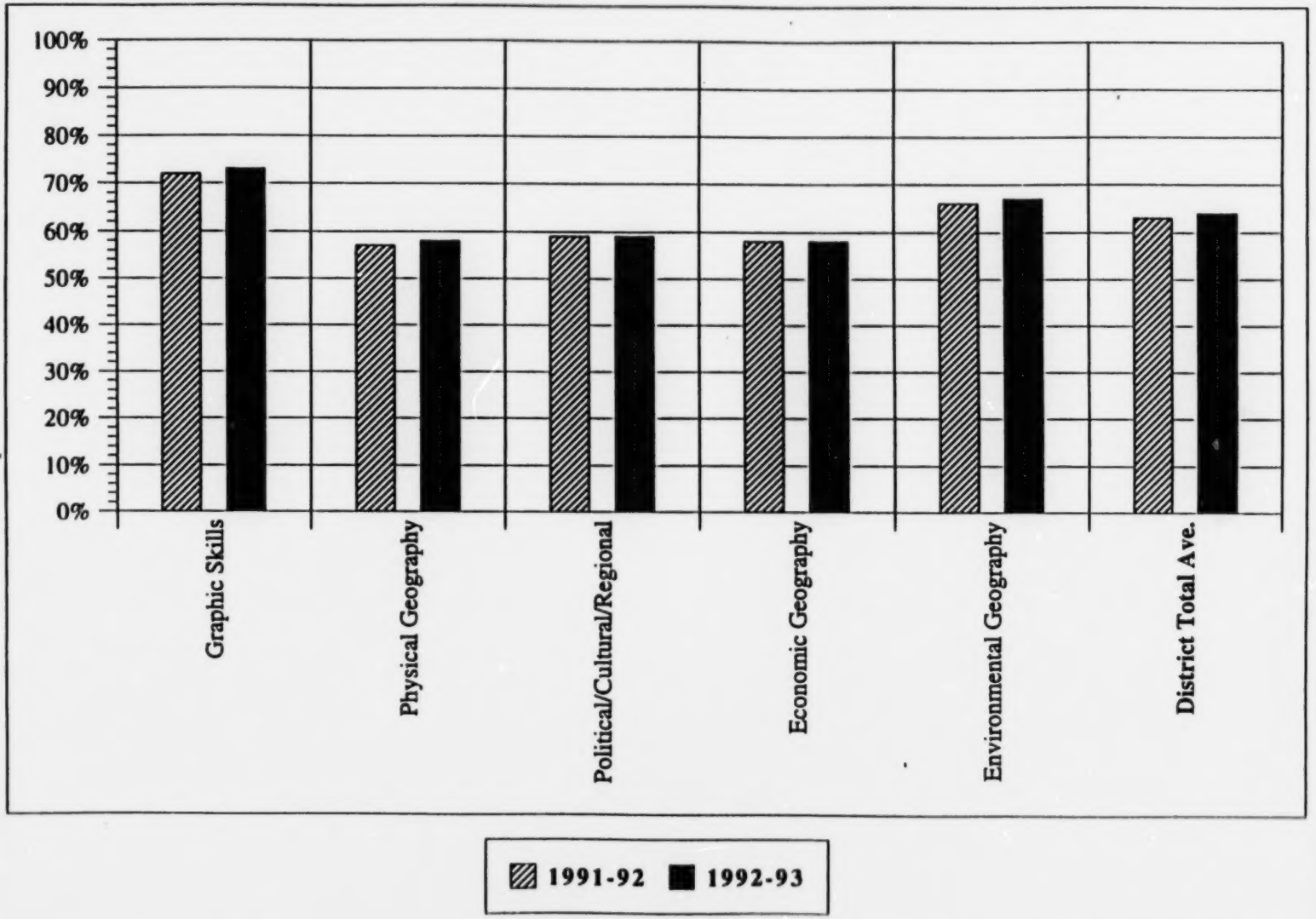



CHART 8

GRADE 8 SOCIAL SCIENCE 1993: AMERICAN CIVICS

| Strand | 1991-92 | 1992-93 |
|---|---|---|
| Constitution I | 56 | 56 |
| Constitution II | 56 | 58 |
| Politics/People/Definition | 55 | 55 |
| State/Local Government | 49 | 51 |
| The Individual & The Law | 64 | 63 |
| Economics | 65 | 63 |
| Thought Process | 52 | 50 |
| Multicultural/Nonsexist | 64 | 65 |
| Comprehension I | 50 | 50 |
| Comprehension II | 58 | 59 |
| Application | 60 | 59 |
| Analysis | 63 | 63 |
| Evaluation | 78 | 78 |
| Rights | 66 | 65 |
| Knowledge | 58 | 58 |
| **District Total Ave.** | **58** | **59** |

Note: Number scores represent percentage of answers correct.

CHART 9

## GRADE 8 SOCIAL SCIENCE - 1993: American Civics




CHART 10

*High School*

Test scores for the required World History course have also remained constant between 1989 and 1993. The test was based upon the same objectives and instructional materials in use at the time of the last report (Chart 11). A new test will be developed during the 1994/95 school year to reflect the revised curriculum. Again the data relative to gender, race, and SES will be taken into consideration. It is anticipated that revised objectives, improved teaching methods, new instructional materials and a more relevant test will, over time, improve these scores.

New objectives and instructional materials were selected for American History for the fall of 1991. A test committee has been working for over a year to select the most appropriate test items and the new test will be piloted in January and May of this school year. The Government curriculum was revised for the fall of 1992. That test will also be piloted in January 1994.

The district uses the Joint Council of Economic Education's Test of Economic Literacy which was updated in 1988. Students enrolled in the Social Science Economic Theory course have traditionally scored well. In 1989, the district average was 67 (Chart 18). In 1992/93, 48% of all students taking the test scored 70% or better. Disparities between gender, race and socio-economic status will be addressed.

One further measure of significant achievement in the area of Social Science is the high scores Des Moines students achieve on the Advanced Placement Tests in European History, U.S. History, Comparative Government and Macro-Economics (Chart 12). Des Moines students consistently score higher on the average on this test than their counterparts at either the state or national level.

# SOCIAL SCIENCE

OBJECTIVE-BASED TEST DATA

| Test Name | All Students | Females | Males | Non-minority Students | Minority Students | Free & Reduced | Non Free & Reduced |
|---|---|---|---|---|---|---|---|
| World Geog./ West. Hem. Grade 6 1991-1992 | 36<br>1894 | 33.8<br>1002 | 38.3<br>892 | 38.7<br>1535 | 24.2<br>359 | 19.6<br>634 | 44.2<br>1260 |
| World Geog./ West. Hem. Grade 6 1992-1993 | 40.3<br>1889 | 39.3<br>943 | 41.2<br>946 | 43.7<br>1557 | 24.4<br>332 | 23.8<br>672 | 49.4<br>1217 |
| American Civics Grade 8 1991-1992 | 28.1<br>1752 | 28.8<br>864 | 27.5<br>888 | 30<br>1435 | 19.9<br>317 | 16.3<br>497 | 32.8<br>1255 |
| American Civics Grade 8 1992-1993 | 28.4<br>1697 | 28.2<br>873 | 28.6<br>824 | 30.8<br>1391 | 17.6<br>306 | 15.0<br>501 | 34.0<br>1196 |
| World History Semester 1 1991-1992 | 24.5<br>1801 | 21.1<br>913 | 28<br>888 | 25.1<br>1473 | 22<br>328 | 19.6<br>404 | 26<br>1397 |
| World History Semester 1 1992-1993 | 22.0<br>1707 | 21.8<br>831 | 22.1<br>876 | 23.7<br>1405 | 13.9<br>302 | 11.0<br>392 | 25.2<br>1315 |
| World History Semester 2 1991-1992 | 19.1<br>1625 | 15.4<br>818 | 22.8<br>807 | 19.2<br>1327 | 18.5<br>298 | 14.4<br>362 | 20.4<br>1263 |
| World History Semester 2 1992-1993 | 18.7<br>1624 | 18.2<br>800 | 19.1<br>824 | 20.5<br>1335 | 10.0<br>289 | 8.9<br>349 | 21.3<br>1275 |
| Economics Form A 1992-1993 | 48.0<br>342 | 46.3<br>164 | 49.4<br>178 | 50.7<br>302 | 27.5<br>40 | 27.8<br>18 | 49.1<br>324 |
| Economics Form B 1992-1993 | 30.4<br>404 | 24.9<br>205 | 36.2<br>199 | 32.5<br>357 | 14.9<br>47 | 25.0<br>36 | 31.0<br>368 |

Note: Top number in each square represents the percentage of students who scored 70% or better on the objective-based test. The bottom number represents the number of students taking the test.

CENTRAL ACADEMY
STUDENT PERFORMANCE ON ADVANCED PLACEMENT TEST

CHART 12

Social Science

| 1991 | Average Score | Percentage of students Scoring 3 or higher |
|---|---|---|
| **Central Academy-European History** | **3.52** | **92** |
| National-European History | 2.98 | 69 |
| Iowa-European History | 3.22 | 80 |
| **Central Academy- U.S. History** | **3.24** | **70** |
| National U.S. History | 2.81 | 54 |
| Iowa-U.S. History | 3.06 | 67 |
| **Central Academy-AP Comparative Govt** | **3.60** | **93** |
| National-Comparative Govt | 2.81 | 58 |
| Iowa-Comparative Govt | 2.97 | 59 |
| **Central Academy-Economics Macro** | **4.10** | **90** |
| National- Economics Macro | 3.07 | 69 |
| Iowa - Economics Macro | 4.02 | 95 |
| 1992 | | |
| **Central Academy-European History** | **3.32** | **84** |
| *National-European History | 2.98 | 69 |
| *Iowa-European History | 3.22 | 80 |
| **Central Academy- U.S. History** | **3.75** | **79** |
| *National U.S. History | 2.81 | 54 |
| *Iowa-U.S. History | 3.06 | 67 |
| **Central Academy-AP Comparative Govt** | **3.40** | **93** |
| *National-Comparative Govt | 2.81 | 58 |
| *Iowa-Comparative Govt | 2.97 | 59 |
| **Central Academy-Economics Macro** | **3.79** | **87** |
| *National- Economics Macro | 3.07 | 69 |
| *Iowa - Economics Macro | 4.02 | 95 |
| 1993 | | |
| **Central Academy-European History** | **3.42** | **93** |
| *National-European History | 2.98 | 69 |
| *Iowa-European History | 3.22 | 80 |
| **Central Academy- U.S. History** | **3.34** | **79** |
| *National U.S. History | 2.81 | 54 |
| *Iowa-U.S. History | 3.06 | 67 |
| **Central Academy-AP Comparative Govt** | **3.50** | **90** |
| *National-Comparative Govt | 2.81 | 58 |
| *Iowa-Comparative Govt | 2.97 | 59 |
| **Central Academy-Economics Macro** | **4.08** | **100** |
| *National- Economics Macro | 3.07 | 69 |
| *Iowa - Economics Macro | 4.02 | 95 |

Classroom Observations

Classroom observations indicate a wide variety of strategies and techniques are being used by individual teachers across the district. An increase in use of technology is also observed. All social science teachers need to increase the use of technology as equipment becomes available and all teachers need to continue to use new teaching strategies and techniques to energize the curriculum, motivate students and increase the level of achievement.

North Central Association evaluators frequently comment on the comprehensiveness of the Social Science curriculum K-12. They particularly note two years of World Geography at middle school and the required-for-graduation World History and Economics at the high school level. They are also impressed with the experience of the staff, the number who have obtained mater's degrees and the low number who coach. Frequent recommendations include less lecture and more hands-on experience, greater diversity in strategies and techniques, greater use of technology and greater involvement in Social Science professional organizations, conferences and workshops.

Elective Courses

One indicator of "customer satisfaction" is the number of students who choose to enroll in Social Science electives courses. Three new electives have been added since the 1990 report: Street Law, African American Studies and Theory of Knowledge. Enrollment has increased partly due to the popularity of Psychology, African American Studies and International Relations. The department will be reviewing the entire elective offerings during the 1994/95 school year when the instructional materials for these courses are up for adoption. The department continually analyzes this portion of the social science curriculum and adds and deletes elective courses to meet the interests and needs of students.

Enrollments - Social Science Elective Courses - School Year 92/93

| Course | Number of Students Enrolled |
|---|---|
| Psychology | 1202 |
| Sociology | 435 |
| Anthropology | 38 |
| Current Issues | 113 |
| Law and Issues | 158 |
| International Relations | 56 |
| Advanced Placement Comparative Government | 31 |
| Advanced Placement Macro-Economics | 31 |
| Advanced Placement American History | 37 |
| Advanced Placement European History | 45 |
| Early Civilizations | 54 |
| African American Studies | 181 |
| Street Law | 167 |
| Theory of Knowledge | 17 |

Adherence to Standards, Policies, or Regulations

The supervisor and members of the social science department are careful to adhere to established standards, policies and regulations, particularly those related to social science discussed in the Context Evaluation section of this report.

Awards, Citations and Commendations

The Social Science department was invited to participate in the pilot Close Up US/Japan Teacher Exchange program in the fall of 1992 in which nine Des Moines social science teachers participated for a one-week study in Washington, DC and two weeks in Japan.

Two social science teachers received the KCCI Teacher Excellence Award; Sophie Vlassis from Hoyt and Bert Testa from Lincoln.

Two Central Academy students placed second in the Iowa History Competition and, therefore, competed at National History Day in Washington, DC in June.

A Roosevelt student placed second in the State Citizen Bee competition and also competed at the national level.

Outcomes Related to Needs Expressed in 1990

The "Future Plans" section of the 1990 report listed the following goals or concerns. What has been accomplished relative to these concerns is described under each item.

1. To increase staff interest in expanding the American Studies and World Studies courses which integrate history and literature and are presently taught only at Roosevelt to other high schools in the district.

   *Response:* Lincoln and Hoover have implemented the World Studies course. Other teachers are interested in teaching these courses, but have not found interested counterparts in the English Department. A variation of the World Studies program is incorporated into the 9th grade "House" program at East.

2. To cooperate with the Reading Department in utilizing literature at all grade levels to support and enhance social science concepts.

   *Response:* The new elementary Macmillan Social Science program includes anthologies of curriculum related literature. In addition, the Reading Committee responsible for the selection of Trade Books included books related to social science content. The Social Science Supervisor regularly communicates with the Supervisor of Library Services to recommend appropriate literature for the library collections. The supplemental materials budget has provided single copies of classroom sets. The African American Studies and World and American Studies courses all integrate appropriate literature. The new American History and World History programs have a supplemental readings text which expand the programs and enhance student interest.

3. To address and make decisions regarding the coverage of information and grade level placement of social science courses at the high school level.

   *Response:* The American History and World History curriculum committees made significant progress in deciding what was essential for students to learn in these areas. World History in particular chose major concepts and then selected a case study to develop them.

   Several high schools are experimenting with changing the grade level placement of these courses.

4. To address and make decisions regarding the delivery system for World and American History.

   *Response:* Increased use of simulations, cooperative learning, investigation, alternative reading assignments and projects are all examples of delivery systems implemented in World and American History.

5. To continuously develop and provide effective and appropriate in-service/staff development to address specific concerns discussed in this report.

   *Response:* Social Science staff development and in-service is discussed in the Process Evaluation section of this report.

Future Planning

Major tasks to be completed by the department in the 1993-94 school year include revising the curriculum and selecting instructional materials for the entire Middle School Science curriculum -- Grades 6-7-8. During the 94/95 and 95/96 school year, new materials will be selected for the elective program which means that in the span of five years, the entire social Science curriculum K-12 will have been revised and new materials implemented.

Major emphasis over the next several years will be the implementation of an Early Childhood program K-2; greater curricular integration and cooperation with all disciplines, particularly at the Early Childhood and Middle School level; the improvement of reading in the content area and implementing a delivery system that will motivate students to learn to the best of their ability. The continuous development of higher order thinking skills in all areas and levels of social science is a continuous goal of the department as is finding the most challenging and effective way to teach. Acquisition of citizenship skills, attitudes and behaviors and a global perspective are top priorities.

To respond to the needs identified in this report, future plans for this department include:

1. Improving student achievement by working with staff to analyze test results, determine the problem and design and dissiminate the necessary reteaching strategies and materials and develop alternative assessment procedures. New objective-based tests have been or will be developed to measure what students are learning of what we are teaching. The department will work hard to achieve as rapidly as possible the 70% mastery level established by the district. Analysis of the objective-based tests results will allow us to determine what needs to be done in order to achieve that level of competence.

2. Energizing and revitalizing the social science curriculum by encouraging the implementation of delivery systems designed to challenge different learning styles. Lack of time for social science at the elementary level impacts teacher ability to do the special "hands on" projects and interactive activities which address this need and make social studies interesting and exciting.

3. Seek, develop and provide effective and challenging staff development and in-service opportunities for K-12 staff as they evaluate their own performance and success in a diverse and rapidly changing school, community and society.

   Because elementary teachers are responsible for the entire elementary curriculum, it is very difficult for them to be an "expert" in every discipline. Quality in-service and/or staff development can ensure the most important concepts, skills, knowledge and behaviors are taught and learned.

Funds to pay for teacher time or district-wide released time is needed to support in-service and staff development. The addition of Martin Luther King Day as a potential in-service day and the four half-day release time at the secondary level are positive steps in responding to this need. Teachers should be encouraged to take advantage of staff development and in-service opportunities both inside and outside the district such as attending state, national and international educational conferences, workshops and living experiences. Motivators to motivate teachers to apply what they have learned in a variety of Effective Teaching course offerings need to be found and implemented including strategies and techniques to motivate students.

4. To encourage and assist the development of interdisciplinary units and increased integration of the curriculum whenever appropriate particularly in Early Childhood and Middle School.

5. Encourage the acquisition of equipment and provide training for the use of technology for both students and staff in all social science classrooms. The process has begun at the high school level but should be expanded. Programs at the middle and elementary level are extremely limited.

## Geography Standards Embrace Culture, Environment, Economy

The proposed national geography standards encompass broad concepts of what students should know. The National Council for Geographic Education grouped the standards under the following headings:

### Seeing The World Spatially

1. Using maps, globes and other tools.
2. Forming mental maps of Earth.
3. Knowing the spatial organization of Earth's surface.

### Places And Regions

4. Understanding physical and human characteristics of place.
5. Knowing regions and Earth's complexity.
6. Seeing culture and experience as influences on perception of places and regions.

### Fundamental Physical Systems

7. Understanding physical processes that shape patterns on Earth's surface.
8. Grasping nature and ecosystems.

### Fundamental Human Systems

9. Tracking human populations.
10 Seeing the complexity of cultural mosaics.
11. Plotting networks of economic interdependence.
12. Knowing patterns of human settlement.
13. Understanding the forces of cooperation and conflict that shape nations.

### Environment And Society

14. Knowing Earth's physical and human systems, their connections and interactions.
15. Tracing consequences of the interactions between human and physical systems.
16. Knowing the importance of resources.

### The Power Of Geography

17. Interpreting the past.
18. Interpreting the present and planning for the future. ###

**DES MOINES PUBLIC SCHOOLS**
**Offie of the Associate Superintendent for Teaching and Learning**
**November 2, 1992**

SERIES 600 CODE 662 TITLE GUIDELINES FOR CAMPUS SPEAKERS

(a) Speakers that appear on campus to address student assemblies, academic classes or special interest groups shall be approved by the building principal.

When student or faculty groups desire to engage speakers during normal school hours, the following steps will be adhered to:

(1) The student or faculty groups shall file a written request with the principal. The application shall include the name(s) of the sponsors, the students or faculty group, the time, place, duration of the meeting, and the topic or subject matter.

(2) The principal shall act promptly on the request and in no event shall act no later than four (4) days after receipt of the same.

(b) The administration shall establish the hour, length of time, and location of speakers who appear on campus.

(c) The administration may alter the hour, length of time, and location of applications made in consonance with the aforementioned procedures.

(d) Appeal Procedures:

(1) Sponsors denied approval for a speaker to appear may within three (3) days appeal to the superintendent, who will review the matter with an advising committee consisting of student council presidents and teachers from these buildings appointed by the principal.

(2) If the superintendent denies approval, the sponsor may file an appeal with the secretary of the Board of Directors, who shall place the appeal on the agenda for consideration by the board at its regular meeting.

## B. Impact on Social Science from Proposed Cancellation of Educational Field Trips Due to Decreased Funding

Cancellation of curriculum specific Social Science field trips will negatively impact the potential for learning of a variety of Social Science instructional objectives and will significantly diminish district cooperation and collaboration with a number of community, business, professional and educational organizations and agencies.

### Des Moines Tour

The major concept for the third grade Social Science curriculum is "communities". In 1984, the Elementary Social Science Curriculum Committee decided it was extremely important for Des Moines students to study their own community in order to compare it to other types of communities, past and present, large and small, around the world. This provides a "hands-on", relevant, real-life laboratory learning experience. Teacher input indicates many students have not traveled out of their own neighborhoods and have no conception or little knowledge of the community in which they live, what it looks like, or what it has to offer. The committee developed a Des Moines bus tour which provides an overview of our city, recognition of historic and significant buildings and locations and an understanding of major geographic features. To teach students about the city of Des Moines, the community in which they live, and not actually take them to see it is not effective teaching practice. A variety of activities have been developed to enhance this field trip including map work, site identification and recognition, knowledge and appreciation for history and leisure time activities. Seeing it makes it real. The Des Moines Chamber of Commerce, Polk County Historical Society, Terrace Hill Association, Sherman Hills Association, Des Moines bus drivers, Des Moines' teachers, and the Association of Iowa Architects have all lent time, effort and support to this program.

### Living History Farms

The Grade 4 Social Science program is U.S. Regional Geography. The Midwest region focuses on the role of agriculture, past and present in Iowa, in providing food and agricultural products for the nation and the

Living History Farms (continued)

world. Many students have not had the opportunity to see, touch, smell farm animals and crops and trace the changes in living and farming in Iowa throughout Iowa's history. The Living History Farms field trip provides this experience and the opportunity to participate in simulations of what life was like a 100 and 150 years ago.

Both Heartland Education Agency and Living History Farms have developed learning activities and sponsored teacher conferences to prepare students to gain the most from this experience.

Iowa Historical Building

Iowa Department of Education standards mandate units on Iowa history and Iowa government at the elementary level. Exhibits at the Historical Building provide a glimpse of Iowa life on the frontier and the Westward movement, of which Iowa was a part. The Historical Building education staff have developed tours, activities, and exhibits to provide learning experiences in Iowa History. Learning to learn from a museum experience is part of the process for becoming a life-long independent learner.

Iowa Capitol Building

Des Moines students live in the capital city of Iowa. The capitol building is both historic and beautiful. The processes of government are carried out in this building. To experience the building and the activities which take place there infuses a vitality and reality into the curriculum. It is important for public officials to see and interact with students.

The Des Moines Public Schools also cooperates/collaborates with many educational/governmental community organizations to provide quality experiential learning experiences such as:

## SCIENCE/SOCIAL SCIENCE FIELD TRIPS


1. Youth in Government Day -- sponsored by the city, county, and state governments, League of Women Voters, Boy Scouts of America, and the Des Moines Catholic Diocese. Students visit and observe each government site and participate in a simulation activity of the role of government at that level.

2. CloseUp -- High School students travel to Washington, DC to view and experience national government "close up". The only cost to the district is the cost of the substitutes for the teachers who accompany the students to Washington.

3. Iowa Pork and Iowa Beef Producer's Association -- provides the opportunity for students to see, smell, touch Iowa farm animals and view agricultural equipment, materials, and processes from veterinary supplies to finished products such as an Iowa porkburger.

4. Student Conferences/Workshops -- in collaboration with the Law Related Education Center at Drake. These are directly related to instructional objectives in government and Street Law (an elective course at the high school level).

5. Governor's Day -- (mock legislature) -- in collaboration with the Iowa Governor's Office.

6. Model United Nations -- in cooperation with the United Nations Association of Iowa.

7. Herbert Hoover Library -- American History.

8. Kansas City Commodities Market -- Economics.

## SCIENCE/SOCIAL SCIENCE FIELD TRIPS


The Social Science laboratory is our community and the historical, political, economic and social institutions that function within our community. This is where students experience, observe, and practice what they have been taught in the classroom. Deleting these learning experiences from the curriculum will greatly diminish the excitement, vitality and practicality of what we expect students to learn and be able to do.